

Comprehension and the MCCS for Elementary Unit Plan

The unit plan provides details on each part of the unit and approximate times for completion of every video, handout, and activity. The unit plan is designed to help you plan for professional learning at a district level, school level, team level, or individual level. This unit plan begins with the MCCS Elementary Course Overview video, which provides details on the entire Elementary Course and all of the available units. Then, each Part (1-7) in the comprehension unit, whether you view it from iTunes or on the website lists all of the handouts at the beginning of each part (1-7). In the guide below, those handouts are listed in the far right hand column. Also, in the guide, after each handout or set of handouts, an approximate time for completing the handouts/activities is identified. The guide also identifies the video clips, times, and descriptions within the unit. The unit is best completed in order, since many pieces build upon one another.

Video Title	Video Time	Description	Handout(s), Links, and Time for Activities
MCCS Elementary Course Overview			
Course Overview video	4:05	This video introduces the elementary course and the course organizer.	-Handout: Course Organizer (5 minutes after video segment)
Part 1: Understanding Comprehension and the Montana Common Core Standards focuses on an overview of the unit and unit objectives and going in-depth with the Reading Standards for Literature and Informational Text.			
Part 1a: Introduction to the Unit video	3:46	This video introduces the comprehension unit and unit organizer and identifies the unit objectives/self-test questions. Link to the IES Practice Guide: Improving Comprehension in Kindergarten Through 3 rd Grade. http://www.ies.ed.gov/ncee/wwc/PracticingGuide.aspx?sid=14	Handout: Unit Organizer (5 minutes after video segment 1a)
Part 1b: Dr. Timothy Shanahan: Introduction to the Comprehension	5:07	Dr. Shanahan gives an overview of the comprehension standards; Reading Literature and Reading Informational Text.	Handout: Shanahan Video Notes (10 minutes after video segment 1b)

Standards video			
Part 1c: Analysis of the MCCS video	7:35	The video provides options for analyzing the MCCS progressions and grade level standards. It is recommended that one option/activity is completed for both the progressions and the grade level standards. Watch all of 1c before deciding which options you will do and which handouts you will need.	<p>Handouts needed for Progressions of Standards Activities: MCCS Standards Booklet (30 to 45 minutes after video segment 1c)</p> <p>Handouts needed for Grade Level Standards Activities: Handout: Digging Deeper with the Montana Common Core Standards Poster Activity Handout: CCR All Strand Color Coded Handout: Unpacking/Understanding Documents for Reading Literature and Reading Informational Text (30 to 45 minutes after video segment 1c)</p>
Part 1d: Reflecting about the MCCS Standards video	2:33	This video has you reflect about the MCCS standards, Smarter Balanced prototypes, and the unit self-test questions on the unit organizer.	Handout: Unit Organizer (5 minutes after video segment 1d)
Part 2: <u>Comprehension Strategy Instruction</u> focuses on recommendations for teaching students how to use reading comprehension strategies to become independent readers of complex literary and informational text.			
Part 2a: Comprehension Strategy Instruction video	1:36	This video introduces Part 2 and provides a list of handouts that will be needed and reviews the unit self-test questions on the unit organizer. 2c.	Handout: Unit Organizer (5 minutes after the video segment 2a)
Part 2b: Dr. Timothy Shanahan video	3:03	Dr. Shanahan discusses why the standards focus on outcomes and why teaching strategy instruction to support the outcomes of the common core is important.	<p>Questions about Dr. Shanahan video: Why do the standards only focus on outcomes? Why teach strategy instruction to support the outcomes of the common core? (10 minutes after the video segment 2b)</p>

Part 2c: Comprehension Strategy Instruction video	3:31	This video focuses on what is and what is not a strategy and using meta-cognition and thinkalouds to teach students how to monitor their comprehension.	Handout: Using Thinkalouds (15 minutes after video segment 2d)
Part 2d: Monitoring Comprehension using Thinkalouds video	4:30	This video from Doing What Works is about using thinkalouds with fiction and nonfiction text.	
Part 2e: Comprehension Strategy Instruction video	3:37	This video is about the six strategies the IES panel recommended for improving comprehension in the primary grades.	
Part 2f: Effective Comprehension Strategies video	3:37	This video is about supporting students with the strategies to better understand and apply key ideas and details, craft and structure, and the integration of knowledge and ideas.	Handout: Effective Reading Comprehension Strategies Teacher's Manual from Core Literacy Program (45 minutes after video segments 2e and 2f)
Part 2g: Gradual Release of Responsibility video	2:08	This video is about teaching comprehension strategies by using a gradual release of responsibility	
Part 2h: Gradual Release of Responsibility from Doing What Works video	3:43	This video, from Doing What Works provides an example of using single strategy instruction and the gradual release of responsibility.	Questions about Doing What Works video: How does the strategy support students in achieving the outcomes of the standards? How does the teacher scaffold her instruction to support students who may

			struggle with summarizing? (10 minutes after video segment 2h)
Part 2i: Comprehension Strategy Instruction video	1:24	This video is about how to plan for teaching reading comprehension strategies that focus on key ideas and details, craft and structure, and the integration of knowledge and ideas by using a gradual release of responsibility.	Handout: Template for Gradual Release of Responsibility (30 minutes after viewing video segments 2g, 2h, and 2i)
Part 2j: Comprehension Strategy Instruction video	1:27	This video is about multiple strategy instruction and examples of reciprocal teaching. Connections are made to key ideas and details, craft and structure, and the integration of knowledge and ideas.	
Part 2k: Reflecting on Comprehension Strategy Instruction video	3:52	This video sums up part 2 on comprehension strategy instruction and how it can contribute to making students independent close readers of complex literary and informational text.	Handout: Teacher Self-Assessment Handout: Unit Organizer (30 minutes after viewing video segment 2k)
Part 3 <u>Guiding Students Through Focused, High Quality Discussions on the Meaning of Text</u> focuses on the importance of high-quality discussions to ensure students can discuss key ideas and details, craft and structure, and the integration of knowledge and ideas.			
Part 3a: Overview video	2:34	This video introduces part 3 and identifies the handouts you will need.	Handout: Unit Organizer (5 minutes after viewing video segment 3a)
Part 3b: Dr. David Pearson: Text Discussions: One Step at a Time	5:58	Dr. Pearson talks about the importance of high-quality discussions on the meaning of text and how it is important to take it one step at a time for both teachers and students.	Handout: David Pearson Two-Column Notes (15 minutes after viewing video segment 3b)
Part 3c: Develop Discussion Questions that Require Students to Think Deeply about	5:04	This video focuses on how we can develop discussion questions that require students to think deeply about text and focus on key ideas and details, craft and structure, and	Handout: Bloom's Taxonomy (15 minutes after viewing video segment 3c)

Text		integration of knowledge and ideas.	
Part 3d: Guiding Students Through Focused, High Quality Discussions	3:54	The video focuses on developing questions that are both text dependent AND important for understanding the text.	Handout: Completed Bloom's Taxonomy handout <i>(10 minutes after viewing video segment 3d)</i>
Part 3e: Question Sea: On-and Under-the-Surface Questions video from Doing What Works.	4:05	This Doing What Works video shows a 3 rd grade teacher guiding her students through questioning by modeling, providing guided practice and feedback.	Handout: Question Sea Worksheets <i>(10 minutes after viewing video segment 3e)</i>
Part 3f: Guiding Students Through Focused, High Quality Discussions video	3:25	This video focuses on the importance of asking students follow-up questions to encourage and facilitate discussions on key ideas and details, craft and structure, and integration of knowledge and ideas	
Part 3g: Passing the Gum video 3g video 1 (7:18) 3g video 2 (3:36) 3g video 3 (3:35)	7:18 3:36 3:35	This video is of a teacher introducing a whole class discussion routine to a 5 th grade class.	
Part 3h: Guiding Students Through Focused, High-Quality Discussions video	1:44	This video focuses on teaching students how to lead structured small-group discussions and pulling together all four recommendations from the IES Practice Guide.	Handout: Plan a Text Discussion <i>(30 minutes after viewing video segment 3h)</i>
Part 3i: Reflecting on Guiding Students Through Focused, High Quality Discussions video	1:31	This video focuses on reflecting about the four recommendations from the IES Practice Guide and the unit self-test questions on the unit organizer.	Handout: Unit Organizer <i>(15 minutes after viewing video segment 3i)</i>
Part 4: Key Ideas and Details focuses on the MCCS category of Key Ideas and Details.			
Part 4a: Key Ideas and Details overview video	2:04	This video introduces part 4 and identifies the handouts you will need.	Handout: Unit Organizer <i>(5 minutes after viewing the video segment 4a)</i>
Part 4b: Dr. Timothy Shanahan Discusses Key Ideas and Details video	3:24	Dr. Timothy Shanahan discusses key ideas and details.	Question about Dr. Shanahan video: What are you currently teaching to help students understand, remember, and

			use the key ideas and details from literary and informational text? <i>(10 minutes after viewing the video segment 4b)</i>
Part 4c: Paragraph Shrinking 1 video	1:06	This video provides an introduction to paragraph shrinking and resources that are available to help teach students how to understand and use key ideas and details from both literary and informational text.	
Part 4d: Frank Smith: Paragraph Shrinking video	2:19	Frank Smith discusses paragraph shrinking.	Handout: Routine for Paragraph Summarization Handout: Paragraph Shrinking Professional Development Lesson
Part 4e: Paragraph Shrinking 2 video	6:05	This video focuses on resources for paragraph shrinking from Reading Rockets and examples of a Paragraph Shrinking Planning Tool and example of Paragraph Shrinking with science text. http://www.readingrockets.org/strategies/paragraph_shrinking	Handout: Paragraph Shrinking Planning Tool <i>(30 to 45 minutes after viewing video segments 4c, 4d, and 4e)</i>
Part 4f: Reflecting on Key Ideas and Details	:33	This video reflects on Key Ideas and Details and the unit self-test questions.	Handout: Unit Organizer

Part 5: Craft and Structure focuses on the MCCS category of Craft and Structure.			
Part 5a: Craft and Structure Overview video	1:26	This video introduces part 5 and identifies the handouts you will need.	Handout: Unit Organizer
Part 5b: Dr. Timothy Shanahan: Craft and Structure video	5:00	Dr. Timothy Shanahan discusses the MCCS category of Craft and Structure.	Questions about Dr. Timothy Shanahan: “Going beyond what the text tells you to see how the text works.” What does that mean? How is the category of craft and structure different from our past standards? <i>(10 minutes after viewing video segment 5b)</i>
Part 5c: Read Alouds with Craft and Structure video	7:11	This video focuses on using Read Alouds with Craft and Structure and examples for each standard are provided.	Handout: Read Alouds with Craft and Structure Handout: FDR <i>(30 minutes to 45 minutes after viewing video segment 4c)</i>
Part 5d: Introduction to Helping Students Focus on Text Structure video <i>(2 videos for 5d)</i>	:21	This video describes the before, during, and after handout on helping students focus on text structure.	
Part 5d: Helping Students Focus on Text Structure video	5:52	The multimedia overview, from Doing What Works describes several ways teachers can work with students to improve their understanding of the structure of narrative and informational texts.	Handout: Before, During, and After <i>(10 minutes before viewing video segment 5d, and 15 minutes after viewing video segment 5d)</i>
Part 5e: Introduction of Planning for Teaching about Text Structure video <i>(2 videos for 5e)</i>	:38	This video introduces the Planning for Teaching about Text Structures handout and completing part of the handout while viewing the next video.	
Part 5e: Interactive Strategies for Teaching Nonfiction Text Structure video	4:23	This video, from Doing What Works provides interactive strategies for teaching nonfiction text structures. You will use pg. 1 of the handout Planning for Teaching about Text Structure while viewing the video.	Handout: Planning for Teaching about Text Structure, pg. 1 Handout: Text Structure Activities and Student Work

Part 5f: Planning for Teaching Text Structure video	:27	This video focuses on pg. 2 of the Planning for Teaching About Text Structure handout and three steps for planning, teaching, and assessing text structure.	Handout: Planning for Teaching about Text Structure, pg. 2 (30 to 45 minutes after viewing both 5d, both 5e, and 5f)
Part 5g: Uncovering Text Structure video (2 videos for 5g)	:22	This video provides an overview of the William's two-column notes activity.	
Part 5g: Dr. Joanna Williams video	5:46	Dr. Joanna Williams discusses the importance of teaching children about narrative and informational text structure. She also describes some instructional tools she has used in her research with teachers.	Handout: Williams Two Column Notes (15 minutes after viewing both 5g video segments)
Part 5h: Craft and Structure video	:44	This video wraps up part 5 and has you reflect about the unit self-test questions on the unit organizer	Handout: Unit Organizer
Part 6: <u>Integration of Knowledge and Ideas</u> focuses on the MCCS category of Integration of Knowledge and Ideas.			
Part 6a: Integration of Knowledge and Ideas overview video	1:26	This video provides an overview of part 6 and identifies the handouts you will need.	Handout: Unit Organizer
Part 6b: Dr. Timothy Shanahan Discusses the Integration of Knowledge and Ideas video	4:18	Dr. Shanahan discusses the category of Integration of Knowledge and Ideas; standard 7, 8, and 9.	Handout: Before, During, and After (15 minutes before viewing 6b, and 15 minutes after viewing 6b)
Part 6c: Integration of Knowledge and Ideas video	5:18	This video introduces the publisher's criteria and ideas for planning the Integration of Knowledge and Ideas through themes. A theme planning tool is introduced and examples are provided.	Handout: Theme Planning Tool Handout: Completed Before, During, and After handout (45 minutes after viewing 6b and 6c)
Part 6d: Reflecting on the Integration of Knowledge and Ideas video	:45	This video wraps up part 6 and has you reflect about the unit self-test questions on your unit organizer.	Handout: Unit Organizer

Part 7: Pulling it Together focuses on bringing all of the information and activities together and identifying next steps for using the resources.			
Part 7a: Pulling it All Together video	:56	This video provides an overview of the back of the unit organizer, the expanded unit map and identifies the handout you will need.	Handout: Unit Organizer
Part 7b: Frank Smith: Building Comprehension	3:06	Frank Smith talks about comprehension being the essence of reading.	Question for Frank Smith video: The ultimate goal of reading is comprehension. Why are the foundational skills and vocabulary standards such a critical part of students being able to comprehend both literary and informational text? <i>(10 minutes after viewing part 7b)</i>
Part 7c: Pulling it All Together video	3:21	This video focuses on the Next Steps handout and pulling together all the parts of the comprehension unit.	Handout: Next Steps <i>(part 7 and 30 minutes after video segment and in conjunction with the unit organizer)</i> Handout: Renewal Units <i>(part 7 and an additional 30 minutes to complete questions and submit for renewal units)</i>